



# Librarian Toolkit: Working with Online Instructors and Students

By Samantha Harlow and Kelly McCallister



2

# HELLO!

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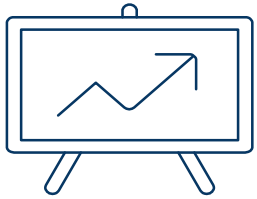
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3

# Some Facts about Online Learning

Online Learning is everywhere in higher education!





4

***“More than one in four students (28%) now take at least one distance education course. Public institutions command the largest portion of distance education students.”***

OLC: Distance Education Enrollment Growth Continues

Taken from “Online Report Card: Tracking Online Education in the United States”

# 5

# 5,828,826

Students who took at least one distance education course in 2015

Taken from:

<https://onlinelearningconsortium.org/read/online-report-card-tracking-online-education-united-states-2015/>

# 217,275

The amount of student increase from 2014 to 2015 (taking an online course)

# 29%

Of academic leaders report their faculty accept the “value and legitimacy of online education.”

# 6

***“The attainment of lifelong learning skills through general bibliographic and information/computer/digital literacy instruction in academic libraries is a primary outcome of higher education, and as such, must be provided to all students.”***

**—ACRL Standards for Distance Learning Library Services**

7

# Universal Design for Learning (UDL) and Accessibility



Design for all students

8

**ADA Compliance is the law!**

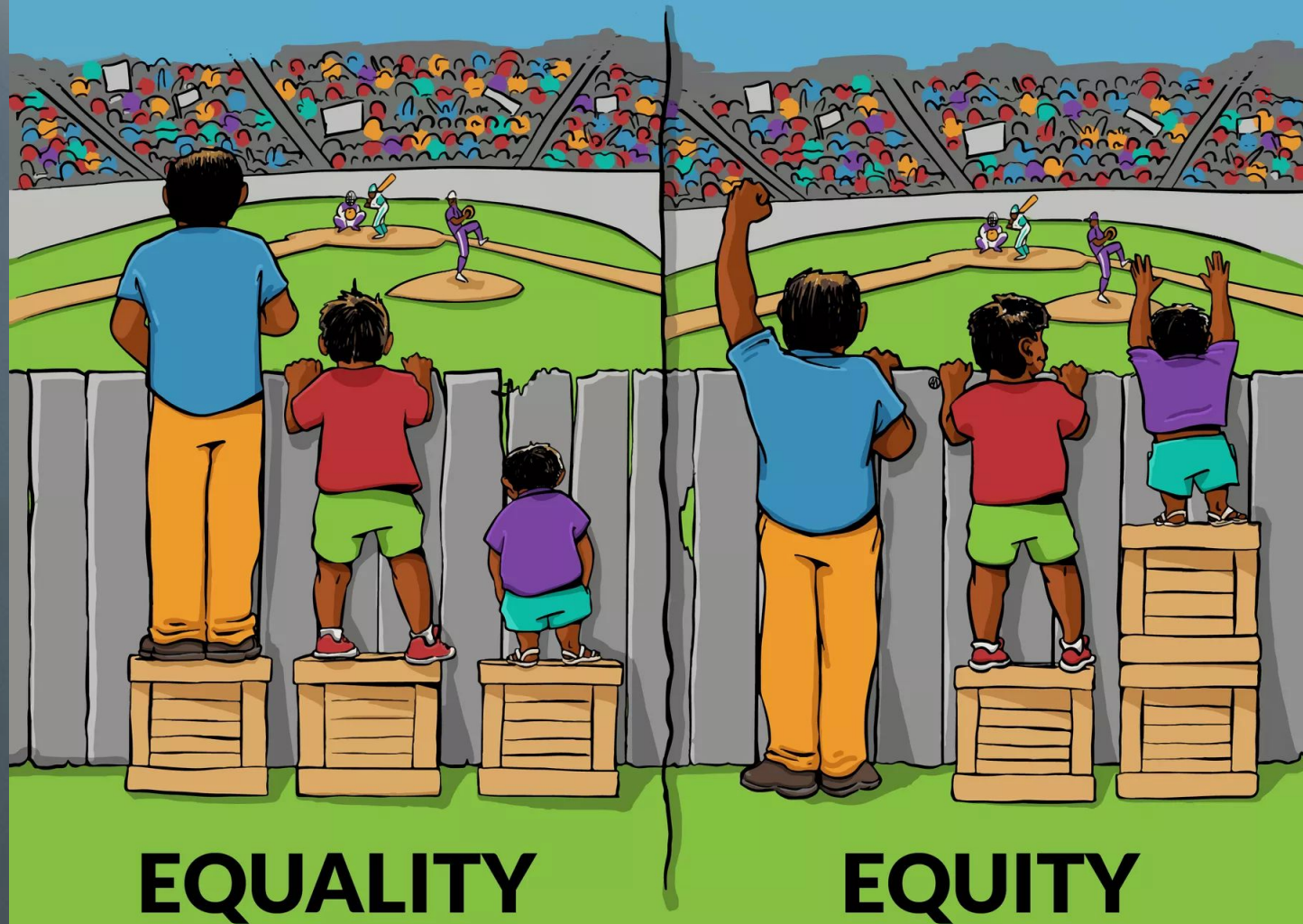
## **ADA Compliance for Online Course Design**



# 9

UDL is about accessibility at all levels.

Image:  
<http://www.clydefitchreport.com/2016/06/equality-equality-diversity-afta/>





10

***“Universal Design for Learning is an approach to curriculum that minimizes barriers and maximizes learning for all students.”***

**-CAST, “UDL at a Glance” Video**

# 11

**Universal  
Design for  
Learning  
(UDL)  
provides  
multiple  
means of ...**

## **Representation**

Present content and information in multiple media and provide varied support.

## **Action and Expression**

Give students plenty of options for expressing what they know and provide models, feedback, and supports for their different level of proficiency.

## **Engagement**

Give students choices to fuel their interests and autonomy.

12

# Creating Virtual Spaces and Communities

Tools to meet with online students and instructors



# 13

## Connecting in the Virtual Space



Adobe Connect

Google  
Hangouts



GoToWebinar



# 14

The many  
uses of web  
conferencing  
systems

- ▶ Committee Meeting Space
- ▶ Online workshops series
- ▶ Reference/Consultation
- ▶ Chat
- ▶ Virtual Study Space
- ▶ Professional Development

# 15

## Conduct a needs assessment

- ▶ 24 hour tech support
- ▶ Connectivity
- ▶ Recording and archival options
- ▶ Automated email for registration, surveys and assessment
- ▶ Breakout rooms
- ▶ Chat options and webcams

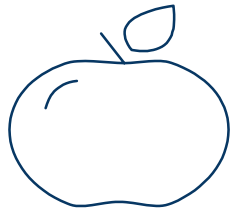
# 16

Take  
advantage  
of free trials

- ▶ Free trials for further evaluation
  - ▷ GoToMeeting
  - ▷ Zoom
  - ▷ WebEx
- ▶ Include a focus group of faculty, students and staff
- ▶ Provide ongoing training opportunities
- ▶ One-subscription pilot



17



# Online Instruction

Synchronous and asynchronous

# 18

## Types

Online instruction can be asynchronous or synchronous, and can include active learning!

- ▶ **Asynchronous**

- ▶ LibGuides
- ▶ LMS (we will cover in a little bit)
- ▶ Google Forms, Quizzing
- ▶ Polling
- ▶ Tutorials and learning objects (videos, infographics, etc)

- ▶ **Synchronous**

- ▶ Google Forms
- ▶ Polling
- ▶ Webinars
- ▶ Meetings

# 19

## Online Learning Objects

Creating online learning objects to incorporate with LibGuides or your LMS is easier than ever! There are free tools to create the objects.

- ▶ **Videos** (Screencast-o-matic, Camtasia, YouTube, Vimeo)
- ▶ **Presentations** (Google Slides, PowerPoint, Slide Carnival)
- ▶ **Animations** (Powtoons, Google Slides/PowerPoint)
- ▶ **Infographics** (Canva, Piktochart, Easly, Google Slides/PowerPoint)
- ▶ **Tutorials/Modules** (H5P, LMS, SoftChalk)
- ▶ **Assessments** (Google Forms/Quizzes, Qualtrics)

# 20

## Accessibility

Some tools and resources to get you started:

**Accessibility:** [WebAIM Wave Checker](#), [Chrome Extensions](#), [UDOIT](#), [WCAG 2.0 Guidelines](#), [WCAG 2.0 Checklist](#), [WebAIM guides](#)

**Resources/Guides:** [CAST](#), [CAST Free Learning Tools](#) (curriculum checker), [National center on UDL](#) (examples and resources).

# 21

## Instructional Design

Do you want to learn more about instructional design?

**MOOC:** [Creating Effective Online and Blended Courses](#)  
(Stanford Online)

**Quality Matters (QM):** [Applying the QM Rubric](#)

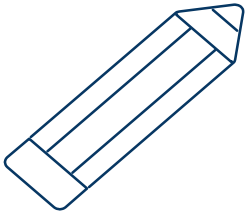
**Conferences:** ACRL, [Distance Library Services Conference \(DLS\)](#), [EduCause](#)

**More:** Certificate, Degree

22

# Learning Management Systems

It's important to connect to online students and instructors in the LMS



23

# What's your LMS?



canvas



Blackboard

moodle



Google  
Classroom



# 24

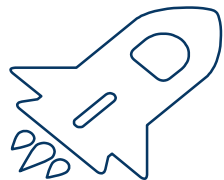
## Know your LMS or LMS Culture

Distance students rely heavily on the LMS for communication, resources, and more. They are constantly logged into the LMS!

- ▶ Create a role for “librarians”
- ▶ Know how to create content for the LMS
- ▶ Use commons area of the LMS
- ▶ Learn about LTI features
- ▶ Find a way to incorporate the library into the LMS easily for your instructors



25



# Outreach and Programming

Reach out to online instructors and students to fight isolation!

# 26

## Market to your instructor population



Do not assume that  
your instructors are  
tech and research  
savvy



Keep marketing  
short and simple -  
they are really busy



Empathize  
with  
instructors



Online  
instructors are  
not always in  
your state

# 27

## Market to your student population



Do not assume that  
your students have  
research experience



Keep marketing  
short and simple

Empathize  
with students



Online students can  
feel isolated, it's  
important to show  
them they are equal to  
face-to-face



# 28

## Outreach to the departments



Don't just send emails



Become members of department committees



Volunteer and go to department based events



Make one friend within the department and work on a project/presentation/publication together

# 29

## Outreach

Some examples:

- ▶ Email campaigns
- ▶ Newsletters
- ▶ LibGuides/New Google Sites
- ▶ Videos
- ▶ Use web conferencing for face to face interactions
- ▶ Share your ideas

# 30

## Programming

It's important to create programming specifically geared towards online instructors and students.

- ▶ Webinars
- ▶ Online clubs (book clubs, subject specific)
- ▶ Host a virtual conference
- ▶ Orientations
- ▶ Virtual meetings, brown bag lunches, discussions.
- ▶ More?

# 31

## Tools and Inspiration

### Inspiration

- ▶ [AD/LIB](#)
- ▶ Outreach and Marketing Listservs
- ▶ DLS listserv
- ▶ Conferences and webinars
- ▶ Social media (librarian groups)
- ▶ [Community Libguides](#)

### Tools

- ▶ Canva
- ▶ Piktochart
- ▶ Powtoons
- ▶ Google Apps
- ▶ YouTube
- ▶ Camtasia
- ▶ MailChimp, Google Docs, SMORE
- ▶ Many more!

The header features a large blue number '32' on the left. To its right and across the top of the slide is a horizontal band filled with various light blue line-art icons. These icons include a document, a tag, a puzzle piece, a magnifying glass, a smartphone, a folder, a target with an arrow, two interlocking gears, a pie chart, an envelope, a speech bubble, a target with an arrow, two interlocking gears, a pie chart, a checkmark in a circle, a thumbs up, a lightbulb, a clock, and a presentation board with a line graph.

# 32

# Assessment

How can you improve and what is the impact?





# 33

Assessment  
does not  
have to be  
just  
face-to-face



Online students  
and instructors can  
feel isolated from  
campus. Getting  
their feedback  
makes them feel  
more included, and  
gives you a larger  
picture of your  
campus  
population.

# 34

**Include  
online  
instructors  
and  
students in  
assessment!**

## **Courses/Instruction**

LMS platforms provide assessment analytics. Include online courses and sessions in your instruction tracking. Try and track library's level of involvement in the LMS.

## **Surveys**

Give students plenty of options for expressing what they know and provide models, feedback, and supports for their different level of proficiency.

## **Focus Groups**

Give students choices to fuel their interests and autonomy.

# 35

## Assessing your work

It's important to track your work and your library's work with online learning, such as: how many courses are you involved with in with the LMS? How much time do you take to make an online learning object? How many people are using your instructional materials online? This kind of assessment data can help you argue for more resources (maybe even a new position).



# 36

## LET'S REVIEW SOME CONCEPTS

### **Online Learning**

Online learning is increasing in higher education, meaning that all librarians need to have skill sets to work with online students and instructors.

### **Instruction, UDL and Accessibility**

It's important to have various methods of representation, action and expression, and engagement, with instruction, online learning objects, and more. Be sure to use various tools and methods for asynchronous and synchronous instruction.

### **Virtual Space**

Having a virtual space for meeting with students and instructors helps create interaction.

### **Outreach and Programming**

Think about student population and multiple means of reaching instructors who maybe have email fatigue and are very busy. Working with other departments on campus expand your reach.

### **LMS**

Online students use the LMS on a daily basis, meaning librarians need to be involved in the LMS.

### **Assessment**

Include online students and instructors, as well as online courses and programs in your assessments. Be sure to track your work with online learning in order to ask for more resources.

# 37

## CREDITS

Special thanks to all the people who made and released these awesome resources for free:

- ▶ Presentation template by [SlidesCarnival](#)
- ▶ Photographs by [Unsplash](#)
- ▶ Icons by [OpenClipArt](#)

A close-up photograph of a hand holding a blue pen, poised to write on a piece of paper. The hand is wearing a grey, textured sweater. The background is blurred, showing more of the paper and the pen.

# 38

# THANKS!

**Any questions?**

You can find us at

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